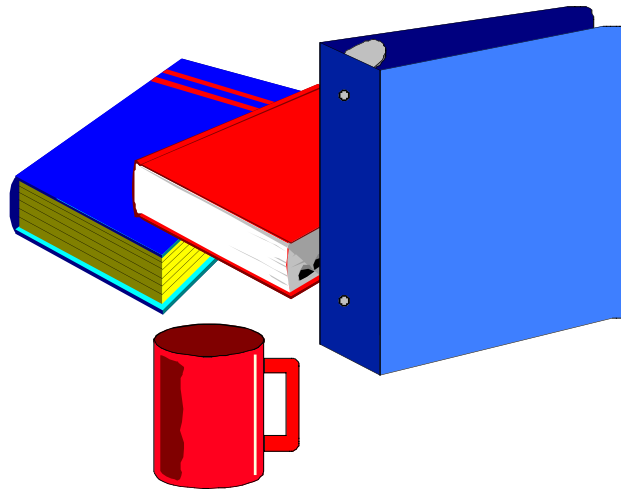


**Direct Support Professional Training
Year 2**

Teacher's Resource Guide



Session #1

Supporting Choice: Identifying Preferences

**Department of Education
and the
Regional Occupational Centers and Programs
in partnership with the
Department of Developmental Services**

2000

List of Class Sessions

Session	Topic	Time
1	Introduction and Supporting Choice: Identifying Preferences	3 hours
2	Person-Centered Planning and Services	3 hours
3	Person-Centered Planning and Services	3 hours
4	Communication, Problem-Solving and Conflict Resolution	3 hours
5	Positive Behavior Support: Understanding Behavior as Communication	3 hours
6	Positive Behavior Support: Adapting Support Strategies to Ensure Success	3 hours
7	Teaching Strategies: Personalizing Skill Development	3 hours
8	Teaching Strategies: Ensuring Meaningful Life Skills	3 hours
9	Supporting Quality Life Transitions	3 hours
10	Wellness: Medication	3 hours
11	Wellness: Promoting Good Health	3 hours
12	Assessment	2 hours
	Total Class Sessions	12
	Total Class Time	35 hours

Session: 1
Topic: Supporting Choice: Identifying Preferences

Core Objectives: Upon completion of this session, the DSP should be able to:

1. Demonstrate respect for the individual
2. Demonstrate support for individual choice making
3. Demonstrate strategies to encourage and develop individual confidence
4. Demonstrate the ability to assess and teach individual choice-making skills

Time:	<i>Registration, Distribution of Materials and Introduction to Year 2</i>	50 minutes
	<i>Key Words</i>	5 minutes
	<i>Everything You Wanted to Know About DSPs</i>	5 minutes
	<i>Discussion and Practice Activity on Importance of Choice Making</i>	15 minutes
	<i>Discussion, Demonstration and Practice Assessing Choice-Making Skills and Providing Choices</i>	25 minutes
	BREAK	15 minutes
	<i>Discussion, Demonstration and Practice Assessing Choice-Making Skills and Providing Choices (continued)</i>	10 minutes
	<i>Discussion and Demonstration of Special Considerations When Assessing Choice Making and Providing Choices</i>	15 minutes
	<i>Discussion and Practice Identifying When to Give Choices During the Day</i>	15 minutes
	<i>Discussion on Supporting Individuals in Making Choices for Major Lifestyle Changes</i>	5 minutes
	<i>Optional Activity and Discussion</i>	10 minutes
	<i>Practice Questions</i>	5 minutes
	<i>Ending the Session</i>	5 minutes
	Total Time	180 minutes

- Materials:**
- Overhead Projector or LCD Projector with compatible laptop computer and Powerpoint application;
 - Hard copy of overheads or disk with Powerpoint presentation;
 - Some blank overheads, a flipchart, or chalkboard with markers, chalk, etc.;
 - *Resource Guide* for all class participants; and
 - Leisure materials for providing choices during demonstrations (e.g., magazines, radio, video game).

Preparation

Instructor should read over the presentation outline, becoming thoroughly familiar with the information and instructions for the presentation. The information could be presented verbatim or paraphrased, as long as the essential information is conveyed.

Your Presentation Notes

Registration, Distribution of Materials and Introduction

Say

Welcome to Session 1 of Year 2 Direct Support Professional Training Series.

(**Note:** Provide a brief introduction of who you are and your background.)

Some of you completed Year 1 and know how the class sessions work, but others of you are new. So, we'll review some of that information.

Before we start, please introduce yourselves by giving us your name, where you are working and something that you really like about your job.

Will anyone volunteer to start?

Do

As participants introduce themselves and mention something positive about their job,

summarize those statements in a few words on flip chart paper (or overhead transparency). Make ✓ **check marks** next to words mentioned more than once.

Do

Scan through the statements and make comments about any trends or similarities, for example, “how many of you feel the same way,” or “does this surprise you.”

Say

I hope that you all see the importance of the job of the Direct Support Professional and the positive contribution you make through your jobs.

Say

Now that we've introduced ourselves and have an idea of the things you like about your job, let's talk a bit about this series of classes and why you're here.

This is a 35-hour training with 11 class sessions. Sessions 1-11 are 3 hours long and the last session is two hours. The last class or session #12 will be an assessment of the information and skills you have learned.

Say

Year 1 training included sessions on communication, health, positive behavior support, teaching strategies, rights and responsibilities, daily living, and recreation.

Your Presentation Notes

Do

Show overhead #1

Say

This year's training has some of the same themes. The sessions are:

Supporting Choice
Person-Centered Planning and Services,
(2 sessions)
Communication, Problem-Solving and
Conflict Resolution
Positive Behavior Support (2 sessions)
Teaching Strategies (2 sessions)
Supporting Quality Life Transitions
Wellness (2 sessions)
Assessment
#Sessions: 12 #Hours: 35

Say

(**Note:** As you explain the outline of the guide, you might want to hold one up and briefly describe each section of one of the sessions.)

Your *Resource Guide* provides you with an outline of the presentation for each of the 11 sessions, keys words you should know, some practice questions to help you prepare for the assessment during session 12, additional readings if you want to learn more, activities, and copies of all the overheads with a place for your notes. You will also see sentences in **bold print** in the *Information Briefs* which show you the most important parts of each session. In the right hand column of each page is a place that you can take notes while you're reading.

Your Presentation Notes

DSP Year 2 Class Sessions

- Supporting Choice
- Communication
- Person-Centered Planning and Services (2 sessions)
- Positive Behavior Support (2 sessions)
- Teaching Strategies (2 sessions)
- Supporting Quality Life Transitions
- Wellness (2 sessions)
- Assessment
- Total Sessions: 12
- Total Hours: 35

Session #1, Overhead 1

Do

Show overhead #2

Say

In this first session, we will be talking about supporting choice and identifying individual preferences which are often referred to as likes and dislikes.

Key Words

Do

Show overhead #3

Say

At the beginning of each class, we will look at some key words. Understanding the key words and answering the practice questions for each session, will help you do well on the assessment. You will find definitions of the key words at the end of each session and a complete dictionary of all key words in Session #12 of your *Resource Guide*. Let's look at those key words.

Our review words for today's session (refer to page number in resource guide) are:

- Direct Support Professional
- Choice
- Likes and dislikes
- Choice-making skills

Your Presentation Notes

Session 1: Supporting Choice

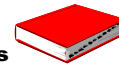


Identifying Preferences

Session #1, Overhead 2

Key Words

- Direct Support Professional
- Choice
- Likes and Dislikes
- Choice-making Skills
- Choice Opportunities
- Approach Behavior
- Avoidance Behavior
- Teaching Choice-making
- Person-Centered



Session #1, Overhead 3

- Choice opportunities
- Approach behavior
- Avoidance behavior
- Teaching choice-making
- Person-centered

Remember, you can find the definitions of these words towards the end of the *Guide* for this session and in the *Guide* for Session #12.

Throughout this session, we will talk about the key words, what they mean and how they apply to your job as a DSP!

Everything You Always Wanted to Know About DSPs

Say

Before we go any further, some of you might be asking yourself, what is a Direct Support Professional or DSP. Does anyone know?

Do

Show overhead #4

Say

A Direct Support Professional (DSP) is someone who works with and supports people with disabilities in the places they live and work.

Direct care staff like you, in licensed homes, day programs, supported or independent

Your Presentation Notes

What is a DSP?

A Direct Support Professional (or DSP) is someone who:

- works with people with disabilities in the places like -
 - licensed homes
 - day programs
 - supported or independent living
 - employment sites

Session #1, Overhead 4

living, and work sites are Direct Support Professionals or DSPs.

Do

Show overhead #5

Say

A DSP supports and assists people in:

- making choices;
- contributing to the community;
- having the best possible health; and
- exercising their rights and responsibilities.

A DSP also helps to encourage others to support people with developmental disabilities as neighbors, friends, and co-workers.

The DSP plays a very important role in the lives of the people they support. For this first session, we'll be talking about the your role in supporting and assisting people in making choices.

Your Presentation Notes

What does a DSP do?

- **Assists and supports people in:**
 - making choices
 - contributing to the community
 - best possible health
 - exercising rights and responsibilities
- **Encourages others to support people as well**

Session #1, Overhead 5

The Importance of Choice Making

Do

Ask the participants to list on a piece of paper all the choices that made up their daily routine between waking up this morning and now. If participants have trouble getting started, give them a few examples (e.g., what time to get up, what to eat for breakfast, whether to have breakfast or not, what route to take to work). Allow about 2 minutes for the participants to quickly list choices they made.

Next ask how many participants listed more than 3 choices . . . more than 5 choices . . . more than 10 choices? Then ask the participants to think what their lives would be like if they were unable to make any of the choices they listed. Ask if someone else decided for them when to get up, what to eat for breakfast, when they had breakfast, etc. Would this affect their enjoyment of life?

Say

Having choice means having control and confidence in our lives. Typically, the more control we have over our lives, the more enjoyable our lives become. Choice is important in this way for all people — whether they have disabilities or not.

Your Presentation Notes

IMPORTANT NOTE

Before you start *The Importance of Choice Making*, please mention the following to your class:

Throughout our eleven sessions, we will practice using role play. You may find the practice uncomfortable at first. After several practice sessions, you will become more comfortable with the activities.

When you are playing the role of an individual with disabilities, remember that the purpose is to give you a chance to practice in situations that are as realistic as possible. In no way are the role play activities meant to demean or show disrespect for individuals with disabilities. The activities are only to create as real a situation as possible in order to learn the skills of teaching a new task.

Do

Show overhead #6

Say

There are many ways that making choices is important for the individuals with disabilities with whom we work. However, the most important way is that making choices during one's day-to-day activities increases one's daily enjoyment. The opportunity to make choices allows one to do what one likes – to experience preferred items and events. All of our lives are more enjoyable if we are doing things we like to do.

Do

Show overhead #7

Say

Here are some other ways that making choices is important. First, **making choices increases an individual's participation in important activities** such as work duties, leisure activities, daily routines and school events. Research has shown over and over that people are much more likely to take part in activities if they choose or otherwise like the activities. If someone else chooses the activities, people are not as eager to take part.

Ask

Do you have an example of an activity that you do and would prefer not to do if you had a choice?

Your Presentation Notes

Life Enjoyment

The most important reason for supporting individuals with disabilities in making choices is:

Making choices increases life enjoyment!



Session #1, Overhead 6

Why is it Important?

Making choices:

- **increases participation in activities**
- **identifies reinforcers for teaching**
- **reduces challenging behaviors**

Session #1, Overhead 7

(If no one comes up with anything, you might mention, taking out the garbage, doing the dishes.)

How does that affect how well you do it?

What if you had no choices at all? How would that affect your attitude? Would you want to participate?

Say

Making choices is also important because it helps us identify reinforcers that can be used in teaching. This will help make learning new skills easier and more fun.

There is a third reason that making choices is important for people with disabilities.

Making choices will reduce challenging behaviors. For example, people usually do not have challenging behavior when they are enjoying themselves, and making choices helps people to enjoy themselves. In fact, making frequent choices is one of the most important parts of a positive behavior support approach to preventing challenging behavior.

Your Presentation Notes

Do

Show overhead #8

Say

Most of us take choices for granted. We often make the types of choices you listed earlier without even thinking about them. For people with disabilities, and especially people with more severe disabilities, making choices cannot be taken for granted. We cannot assume that people with disabilities are making choices on a regular basis. Surveys and observations have shown that many people with disabilities make very few choices in their lives. We will talk about why people with disabilities often make few choices a little bit later. It is important to understand it is our job to support individuals with whom we work in making many choices during their everyday routines.

Assessing Choice-Making Skills and Providing Choices

Say

To support individuals with disabilities in making meaningful choices, we must provide choice opportunities in a way that individuals can understand. One of the main reasons that people with disabilities do not make many choices is that sometimes DSPs do not provide opportunities to make choices (we

Your Presentation Notes

Taken for Granted

While most people without disabilities take choice making for granted, people with disabilities often have very few choice-making opportunities.

Session #1, Overhead 8

will use the term *choice opportunities* in this curriculum) in a way that individuals with disabilities can respond with a meaningful choice.

In order to support people with disabilities in responding to a choice opportunity, *how* we provide a choice must be based on an individual's choice-making skills. Just like all of us, individuals with whom we work have different skills for making choices.

Do

Show overhead #9

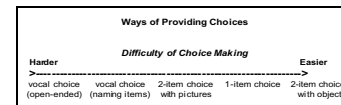
Say

This figure shows different ways choices can be made. The way we give a choice opportunity should be based on the way that an individual can respond and make a choice.

Some individuals have the skills to make a choice by answering a question such as "What do you want?". This is shown on the left side of the scale. We call this a "hard" choice because a lot of communication and related skills are needed to be able to make a choice in this manner. For people who can respond to this type of question, our job is to make sure we provide such a choice many times during the daily routine. Also, for individuals who can respond to this type of

Your Presentation Notes

Ways of Making Choices



Session #1, Overhead 9

choice situation, we usually provide choices with other questions throughout the day, such as by asking “What would you like to do?”, “What do you want to do now?”, etc.

Do

Ask participants to give some “real life” examples of “hard” choices they have experienced.

Say

Again, the point is that for people who have good verbal skills, we must take the time to ask what they would like as often as possible every day. Of course, sometimes *what* we can offer as a choice is going to be limited by the resources and time we have at hand. **We must make sure that when we offer a choice, we have the resources and time to support the individual in doing what the person chooses.** We must make sure the choices we offer are in line with what we can realistically provide. For example, before offering a choice of juice at breakfast, check to see what choices are available. Also, we must think about how the choices we offer to one individual may affect other individuals present, for example, when two individuals share a room and one prefers turning off the light at 9:00 and the other likes to read or look at books until midnight.

Your Presentation Notes

Do

Ask participants if they can think of some examples of choices that are offered, but cannot be provided in the home where they work. After a few examples . . .

Say

To repeat, choices aren't really choices if we can't follow through on them.

Say

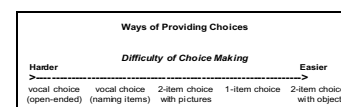
In presenting choices, some people with disabilities don't have a lot of verbal skills, so we must offer a choice opportunity in an easier way. For example, we provide a choice of objects or items. For individuals who have the most severe disabilities, sometimes the only choice-making skill they have is to respond to a single item when that item is presented by a support person. The support person must observe how the individual responds to the item to see if the individual wants the item or not.

Do

Ask participants to think of some of the individuals with disabilities whom they know or with whom they work, and how different individuals can make choices using the skills shown on **Overhead #9**. Promote discussion about how some individuals make choices by saying what they want, some may have to be shown items to point to, etc. Also promote discussion about how it would not make

Your Presentation Notes

Ways of Making Choices



Session #1, Overhead 9

sense to provide a choice to an individual by asking the person what she or he wanted to do if the person did not have the skills to understand or answer the question.

Say

Sometimes we may provide one type of choice and find that the individual does not seem to understand the choice opportunity. We would then provide the choice in another way. For example, we might ask the individual during leisure time in the evening, "What would you like to do?." If the individual does not seem to understand, we might then ask, "Would you like to look at a magazine or listen to your radio?." If the individual still does not understand, we might ask the same question while actually showing the individual a magazine and a radio and prompt the individual to point to, nod their head towards, or smile at what she or he wants.

It's important when offering choices to give individuals time to respond based on their abilities. It takes some of us longer to think about things than others.

Do

Demonstrate with a participant how a choice may be provided using the steps just summarized. Inform the participant not to make a choice until the choice options (e.g., a

Your Presentation Notes

radio and magazine) are actually shown. Make sure to show both items as they are named in the question, "Do you want to look at a magazine or listen to your radio?."

Note: Demonstrate this activity with several different participants in order to emphasize the importance of the concept.

Do
Show overhead #9

Say
Remember, the ways of presenting choices range from presenting open-ended choices (for example, *what would you like to do?*) to presenting choices between objects (for example, *do you want a blueberry muffin for breakfast?*).

Say
When we provide a choice in the way just shown, it is of course important that once the individual makes a choice by saying or pointing, that we provide what the individual chooses. When we provide a choice opportunity, *we must respect and honor the individual's choice.* Again, it's important to provide the activity or item selected by the individual.

Your Presentation Notes

Ways of Making Choices

Ways of Providing Choices				
Difficulty of Choice Making				
Harder				Easier
vocal choice (open-ended)	vocal choice (naming items)	2-item choice with pictures	2-item choice with objects	1-item choice

Session #1, Overhead 9

Do

Show overhead #10 and #11

Review the steps of providing a choice in the manner just demonstrated. Ask the participants to get in groups of two. Instruct each participant to take turns playing the role of an individual with a disability and a support staff providing a choice using the steps shown on the overhead.

(**Note:** These three steps are listed on one page for participants in the *Resource Guide*.)

Participants can use props that they have at their tables. For example, pens, pencils, hats. Or, you can bring in some props for this activity.

Instruct the participants to make sure that for whatever choice opportunity the individual responds to with a choice, the support staff then provides what was chosen. Make sure that you play the role of an individual (at least once) for whom you have to move from hard to easy (left to right) on the scale.

Do

Be sure to move about the class and check for understanding of the process. Assist groups as needed to complete the activity correctly.

Your Presentation Notes

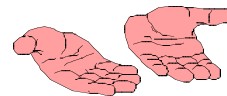
Steps for Providing Vocal Choice

1. Ask the person what she or he would like to do.
 - provide the choice selected if possible
2. If the person does not respond with a choice or the choice named is not available, name two specific options that are available.
 - provide the choice option selected

Session #1, Overhead 10

Steps for Providing Vocal Choice

3. If the person still does not respond with a choice, name and show two specific options that are available.
 - provide the choice option selected



Session #1, Overhead 11

Note: After everyone is done, you may want to have several of the participants (who do the activity correctly) demonstrate each of the three steps in the front of the class. This will help reinforce the correct method of using this process.

Say

As indicated earlier, some individuals – and particularly people who have very severe or multiple disabilities – do not have the skills to respond to the type of choice opportunity that we just demonstrated. For individuals who do not have the skills to tell us what they want or to point to something they want, we have to provide a choice opportunity in another way.

Do

Show overhead #9 again

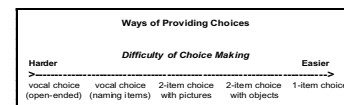
Say

For individuals with the most serious disabilities, we often have to present a single item and watch how the person responds to the item. When a one-item choice is presented, we watch the person to see if she or he approaches or avoids the item.

An approach might include smiling, reaching for, leaning toward or looking at the item. When a person approaches an item in this manner, we should then give the person the item.

Your Presentation Notes

Ways of Making Choices



Session #1, Overhead 9

Do

Select a participant to demonstrate how to present a single item and respond to an **approach behavior**. Ask the participant to present a magazine in front of you, and then approach the item using one of the approach behaviors just noted (e.g., leaning toward the magazine and looking at it). **(Step 1)**

Say

Instead of approaching an item when presented, an individual might avoid the item. **Avoidance** usually involves turning away from the item, pushing the item away, or frowning. When a person avoids an item when presented, the item should be removed. You would then present another item. **(Step 2)**

Do

Repeat the demonstration just provided. However, this time, when the participant presents the item to you, respond with an avoidance behavior (for example, turning away, pushing item away).

Say

Sometimes a person may not approach *or* avoid an item. Lack of approach or avoidance is called **neutral behavior**. When neutral behavior is shown, we should allow the person to sample the item. That is, we should make sure the person knows what is being offered by touching, looking at, tasting

Your Presentation Notes

or using the item. The item should then be given again to check for approach or avoidance. If neutral behavior occurs the second time an item is given, the item or choice should be removed, and replace with another item. **(Step 3)**

Then, repeat the steps 1-3 (as needed) for the new item.

Do

Repeat the demonstration again using neutral behavior. Have a participant offer you an item (e.g., magazine), encouraging you to touch the item while saying "Do you want to look at the magazine?" Repeat the activity again to check for approach or avoidance.

Special Considerations When Assessing Choice-Making Skills and Providing Choices

Say

In order to make sure that we present choices to people with disabilities with whom we work in a way that they can understand and respond to with a meaningful choice, there are several things to do and think about.

Your Presentation Notes

Do

Show overhead #12

Say

The first thing to think about when a choice is provided is if the individual does not respond by making any choice at all. For example, a glass of orange juice and a cup of coffee are presented and the individual does not point to or otherwise choose either the juice or the coffee.

Do

Select a participant to present two items in front of you with a direction to choose one of the items, but simply stand there and not choose either item. Then ask the participants to tell what that may mean for the individual when she or he does not choose either item. Prompt discussion around the possibilities that: (1) the individual does not want either item or, (2) the individual does not understand the choice situation, or (3) the individual has limitations in his or her ability to respond (for example, does not use words, sign language or cannot point).

Say

If a person does not make a choice when provided with a choice opportunity, we have to figure out if (1) the person does not like the choice options or (2) does not understand the choice situation. In the first situation, we could offer choices of several other pairs of items. If, after several choice

DSP Year 2: Supporting Choice - 24

Your Presentation Notes

Things to Look For

Things to look for when providing choices:

- lack of choice-making because the individual does not want one of the options or does not understand the choice opportunity
- individual may base a choice on how the choice is offered (for example, always selecting the option on the right or on the left) rather than a like or dislike

Session #1, Overhead 12

opportunities with different pairs of items, the person still does not choose an item, we could assume the person does not understand the choice situation. In that case, we would then provide a choice in an easier way, such as by providing a single item and watching for approach or avoidance behavior.

Do

Show overhead #12 again

Say

Something else to look for when presenting two items or activities as a choice opportunity is individual tendencies. For example, some people tend to always pick something that is presented on their left side, or on their right side. For this reason, it is important to change the side on which we present the items. To illustrate, when presenting a choice between looking at a magazine or listening to a radio, we should change the side on which we present the magazine and radio across different choice presentations.

Keep in mind that the manner of presenting choices as we have discussed can improve a person's choice-making skills. That is, by providing many choices in a consistent manner, we can actually *teach* choice-making skills.

Your Presentation Notes

Things to Look For

Things to look for when providing choices:

- lack of choice-making because the individual does not want one of the options or does not understand the choice opportunity
- individual may base a choice on how the choice is offered (for example, always selecting the option on the right or on the left) rather than a like or dislike

Session #1, Overhead 12

Do

Ask the participants why choice-making skills may improve as we present many choice opportunities. Promote discussion around the notion that learning to make choices can occur because the individual is reinforced for choosing by receiving the item or activity that he or she likes. Also, the act of practicing choosing, which occurs when many choice opportunities are provided, can improve choice-making skills.

Say

To support people with disabilities in learning or improving choice-making skills by providing many choice opportunities, it is important to make sure that individuals always receive what they choose. This is another reason we should *respect and honor a person's choice* as we talked about earlier.

Identifying When To Give Choices During The Day

Do

Show overhead #13

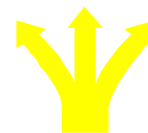
Say

Think about the choices you wrote down earlier that you made after getting up this morning. Some of those choices involved *what* to do. In other words, these were

Your Presentation Notes

Types of Choices

- **What?**
- **How?**
- **When?**
- **Where?**
- **With Whom?**



Session #1, Overhead 13

choices between activities (e.g., get out of bed or sleep later).

Other choices involved *how* to do an activity (e.g., take a shower or take a bath).

Still other types of choices involved *when* to do an activity, *where* to do an activity, and *with whom* to do the activity.

There are many types of choices that can be made everyday to make our days more enjoyable. The same holds true for the individuals with whom we work. We should try to build as many choices as we can into the daily routines of the individuals with whom we work.

Do

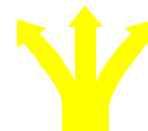
Ask participants to get into groups of three or four. Instruct participants (using the choice list from earlier in the session) to describe to each other how they could provide the different types of choices for individuals every day. Continue to show **Overhead #13** and instruct participants to use the types of choices listed on the overhead as a guide.

After about 5 or 10 minutes, ask different groups of participants to share their ideas with the entire class.

Your Presentation Notes

Types of Choices

- What?
- How?
- When?
- Where?
- With Whom?



Session #1, Overhead 13

Note: If time is limited, have each group report back on a different routine. This will provide a wider variety of choice options.

Promote discussion around the fact that there are many types of choices we can provide everyday in order to help people with disabilities have more control over their lives and enjoy their lives. Include the idea that it is not the size, type or content of the choice, but the opportunity to make many choices throughout the day that is important. For example, choosing oatmeal or shredded wheat for breakfast is just as important as walking or taking the bus to the park.

Supporting Individuals in Making Choices for Major Lifestyle Changes

Say

The choices we have talked about in this class involve the types of choices that can be built into the daily routines of individuals with disabilities with whom we work. Again, supporting individuals in making many choices during their daily routine can increase the amount of enjoyment individuals experience everyday.

There are other types of choices that can have a major effect on the quality of life of

Your Presentation Notes

people with disabilities. These are choices that affect major lifestyle changes with the individuals you support.

Do

Show overhead #14

Say

Choices that affect major lifestyle changes for people with disabilities include choices such as where to live, what kind of work to do, and with whom to live, just to name a few. We can help people in making choices that affect their lifestyle in a major way by making sure our supports and services are *person-centered*. By following the principles and practices of person-centered planning which is discussed in the next two sessions, we can support people with disabilities in having control over their lives.

Presentation and Review of Optional In-Class Activity

Note: If you have time at the end of this session, here is an optional activity you can use. You could also use this for a homework activity. You can use the teacher's script below for either a wrap-up of this session or as a lead-in to the next session.

Your Presentation Notes

Person-Centered

Person-centered planning and services:

Support people with disabilities in making choices for major lifestyle changes.



Session #1, Overhead 14

Optional Activity: Supporting Choice

Directions: Select a daily routine in the place where you work. It can be the early morning routine from the time an individual gets up until time for work, at mealtime, or the late afternoon or evening during leisure time. List the choice that is now offered in the left column. In the right column, list as many choices as you can that could be given to the individuals in the home where you work.

The selected routine? Example: Eating breakfast

The way it is today for the individual Other choices that might be offered

Optional Activity: Supporting Choice

Directions: Select a daily routine in the place where you work. It can be the early morning routine from the time an individual gets up until time for work, at mealtime, or the late afternoon or in the evening during leisure time. List the choice that is now offered in the left column. In the right column, list as many choices as you can that could be given to the individuals in the home where you work.

The selected routine? Example: Eating breakfast

The way it is today for the individual	Other choices that might be offered
What? Follow the menu	What? A choice between cold cereal and hot cereal, a choice of beverages, etc.
How? Staff prepares it	How? Individuals can choose to help staff prepare, etc.
When? At 7:00 a.m.	When? A choice between 6:30 or 7:15, before getting dressed or after getting dressed, etc.
Where? Kitchen	Where? Dining room, patio, restaurant, etc.
With Whom? With everyone in the home	With Whom? Alone, with a friend, family member, etc.

Do

Show overhead #15

Say

Here is an activity which will help you review what we have talked about today. If you look in your *Resource Guide* (please refer to the appropriate page number), you will find an activity titled *Supporting Choice*.

Say

For example, I picked eating breakfast as a daily routine and listed in the left hand column is the way that breakfast is organized now.

Note: Read the what, how, etc. samples in the left column for eating breakfast.

Say

Now, look at the right side of the page for examples of other choice that might be offered.

Say

Now, let's say you select a daily routine in the place where you work. It can be the early morning routine from the time an individual gets up until time for work, a mealtime, or the late afternoon or evening during leisure time. Under each type of choice (what, how, etc.), list the choice that the individual in your home has right now.

Your Presentation Notes

Then, using what we have learned about choice in this session, write down as many choices for each item (e.g., how, when) that you might offer and individual on the right side of the column list.

Note: Use the sample on the previous page and read the what, how, etc. choices in the right column for eating breakfast.

Go ahead and complete that now.

After about 10 minutes -

Note: If using for a homework assignment, go through the example and have the participants select a routine and do “what?” together to make sure that the directions are clear.

Say

You were asked to think about people with disabilities with whom you work or with whom you are familiar. You were also asked to list different types of choices that could be built into the daily routine of the individuals.

Do

Discuss participant before and after (left column, right column) answers for -

The selected routine?

What?

How?

Your Presentation Notes

When?
Where?
With Whom?

After the discussion -

Note: If you use this for a homework assignment, make sure that you discuss it at the beginning of the next session. Some participants will have completed it and that needs to be recognized along with the important of identifying choice opportunities in everyday life.

Say

This activity was designed to help you think about ways to provide a variety of choices for individuals who you support. The *goal* of this class was to make sure that all of you can figure out ways to support individuals with disabilities in making choices every day.

Say

In our next session, we will be talking about how to use the information we learn about likes and dislikes in person-centered planning. We will also be able to see how choice-making is important to the person-centered planning process.

Your Presentation Notes

Practice Questions

Say

In your *Resource Guide* (refer to the appropriate page), you will find some practice questions about this session.

A copy of a Scantron answer sheet is provided. The Scantron is like the answer sheet you will be using for the assessment in Session 12. During each session, you will have a chance to practice marking your answers to the practice on something similar to a Scantron sheet.

Do

Review how to use a Scantron sheet (e.g., use of a pencil, fill in the bubbles).

Say

Please take a few minutes to read the questions and mark your answers on the practice form.

Wait about 5 minutes

Say

Let's review your answers. **(Note:** The answers are underlined in your teacher's guide. You can have some fun with this by reviewing it with a quiz show theme, e.g., Do You Want to Be a Millionaire?)

Your Presentation Notes

Do

Make sure that all of the questions are answered correctly. Review information discussed in the session as needed.

Ending the Session

Say

Don't forget to look at the key words for the next session. You can find the definitions for a session at the end of the each *Resource Guide*. All of the words for Year 2 are in the **Key Word Dictionary** in the *Resource Guide*, Session #12. See you next time.

Your Presentation Notes

Key Word Dictionary
Supporting Choice: Identifying Preferences
Session #1

Approach Behavior

An approach behavior might include smiling, reaching for, leaning toward or looking at a particular choice item.

Avoidance Behavior

Instead of approaching a choice item when presented, an individual might avoid it. For example, turn away from the item, push it away, or frown.

Choice

A choice is a statement of preference. Selecting something to do from one or more options. Choice opportunities must be provided in a way that each individual understands. Individuals with developmental disabilities have a right to make choices including where and with whom to live, the way they spend their time each day and with whom, what things to do for fun, and plans for the future. Making frequent choices increases one's life enjoyment. Choice means having control and confidence in our lives.

Choice-Making Skills

The ability to know personal likes and dislikes and to choose between people, places, food, and activities when those choices are presented.

Choice Opportunities

Those situations where someone is provided with a choice between two or more activities, foods, etc.

Direct Support Professional

The term *direct support professional* (DSP) describes persons who work with people with disabilities in the places where these individuals live and work. Assists individuals in making choices; in leading self-directed lives; and in contributing to their communities. Finally, they encourage attitudes and behaviors in the community that support the inclusion of individuals with developmental disabilities.

Likes and Dislikes

The foods, activities, people and places that individuals choose or do not choose (sometimes referred to as preferences).

Person-Centered

Supporting people with disabilities in making their own choices for everyday and major lifestyle decisions.

Teaching Choice-Making

The different ways used to present opportunities for choices in what, how, where, when and with whom people do activities. The result of this teaching is choice-making.

If You Want to Read More About and References for Supporting Choice: Identifying Preferences

Bambara, L. M., & Koger, F. (1998).

Opportunities for Daily Choice Making. Washington, DC: American Association on Mental Retardation.

Belfiore, P. J., & Toro-Zambrana, W. (1994).

Recognizing choices in community settings by people with significant disabilities. Washington, DC: American Association on Mental Retardation.

Everson, J. M., & Reid, D. H. (1999).

Person-centered planning and outcome management: Maximizing organizational effectiveness in supporting quality lifestyles among people with disabilities. Morganton, NC: Habilitative Management Consultants.

Parsons, M. B., Harper, V. B., Jensen, J. M., & Reid, D. H. (1997).

Assisting older adults with severe disabilities in expressing leisure preferences: A protocol for determining choice-making skills. Research in Developmental Disabilities, 18, 113-126.